DOCUMENT RESUME

ED 063 590 CS 000 019

AUTHOR Heimbuch, Margaret; Moore, John A.
TITLE Suit the Speed to the Road: Reading, Language Arts.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 71
NOTE 23p.; An authorized course of instruction for the Quinmester Program

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Course Descriptions; Course Objectives; Reading Comprehension; Reading Diagnosis; *Reading Instruction; Reading Materials; Reading Programs; *Reading Skills; Reading Speed; Secondary Grades; *Teaching Guides
IDENTIFIERS *Quinmester Program

ABSTRACT

An outline is presented for a secondary level course in reading designed for the Dade County, Florida, public schools. The course is primarily designed to teach students how to select reading materials at their reading levels, determine their reading rates, and adapt reading pace to various kinds of materials depending on the kind of information sought. Performance objectives, rationale, teaching strategies, learning activities, and resource materials are outlined in detail. A list of materials used in the course is included. (AL)

ED 063590

TE
N-LJ

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Language Arts: SUIT THE SPEED TO THE ROAD 5111.19
5112.19
5113.19
5114.19
5115.19
5116.19

Reading

CS 000 019

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

ED 063590

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

SUIT THE SPEED TO THE ROAD

Course Number
5111.19
5112.19
5113.19
5114.19
5115.19
5116.19

Reading, Language Arts

Written by Margaret Heimbuch
and
John A. Moore
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Dade County Public Schools
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethal Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

Course Number

COURSE TITLE: Suit the Speed to the Road

5111.19
5112.19
5113.19
5114.19
5115.19
5116.19

COURSE DESCRIPTION: Learn to read in different gears. Practice high speed reading for magazine stories. Learn to scan an article for a special need. Do close, careful reading to figure out a math problem or do deep, thoughtful study of an inspiring poem. An effective reader has several reading rates and uses all of them.

I. Performance Objectives

A. Given the task of choosing a book he can read, the student will employ the procedure used to determine whether the book is written at his reading level.

B. Given a selection to read at a rapid rate with questions to check his comprehension, the student will compute his effective reading rate.

C. Given a reading selection containing information, the student will demonstrate the procedure used to find the answers to specific information questions.

D. Given a selection in a content area, the student will demonstrate the method of previewing the selection.

E. Given several selected poems, the student will demonstrate ability to do close, thoughtful reading.

F. Given a list of phrases relating to reading, the student will identify the characteristics of a good reader.

II. Course Content

A. Rationale

In today's secondary schools, reading is the basis for most of the instruction. It is essential for the student to be able to adjust his reading speed to the material being read after determining the reason for reading, the difficulty of the material, and the information known by the reader. Without the skills necessary for rapid, accurate reading in the areas of pleasure reading, study reading, and reading for specific information, the student will be unable to keep up with the volume of reading necessary for proficiency in any area. A student must understand and practice the specific skill requirements of each reading area to be successful and satisfied with his progress. He must be able to choose

reading materials at his own level, read these materials quickly and accurately, and compute his reading rate using his rate of comprehension if it is available. An opportunity is provided to acquire these necessary skills for efficient and flexible reading during this nine-week course.

B. Range of Subject Matter

1. Development of flexibility in reading rate

a. Determine reason for reading

(1) Pleasure
(2) Study
(3) Finding specific information

b. Learn to adapt speed

(1) To purpose
(2) To difficulty

c. Identify background knowledge needed for understanding a variety of selections

2. Application of flexible reading rate

III. Teaching Strategies

A. Determine the reading level of each student.

1. Make an informal reading inventory using graded paragraphs. These paragraphs can be either written for the testing or taken from a graded material such as a reader. The teacher selects a series of paragraphs on appropriate grade levels and determines what questions will be used to check comprehension. The student should begin reading orally at a level where the teacher is sure he can be successful. The student's errors are noted. The student answers the questions for each selection. This continues with progressively harder selections until a frustration level is reached. Using the percentages given in the definitions, the student's reading levels are computed.

A series of graded paragraphs is available from Special Reading Services in the Lindsey Hopkins Building.

2. Another method of determining reading level is to give an informal spelling test of five words per level using twenty words at each testing session beginning at a level the teacher

has determined as being successful. When the student makes one error, that should indicate his instructional needs. Where there is an indication of groups of errors, the teacher can make a judgement about decoding problems the student may have.

The following lists of words derived from E. A. Betts' "Informal Spelling Inventory: Form M" can be used to determine reading level using the method discussed above.

Form A	Form B	Form C	Form D
Level 1	Level 1	Level 1	Level 1
you	home	you	home
had	we	had	we
in	yes	in	yes
be	got	be	got
on	not	on	not
Level 2	Level 2	Level 2	Level 2
will	but	morning	off
some	man	take	live
at	look	walk	four
good	store	happy	boat
had	stop	pet	ask
Level 3	Level 3	Level 3	Level 3
laughing	yellow	stand	seeds
oh	don't	which	dry
could	yard	songs	few
know	grass	face	dark
letter	rained	lost	safe
Level 4	Level 4	Level 4	Level 4
food	choose	wear	mouse
pins	color	burn	tomorrow
trade	family	thick	less
race	build	wishes	cost
honey	won't	sounds	pages
Level 5	Level 5	Level 5	Level 5
born	Wednesday	quiet	coffee
biggest	test	shade	railroad
ought	badly	tin	promise
gallon	discover	capture	newspaper
writing	sort	blood	earn

Form A	Form B	Form C	Form D
Level 6	Level 6	Level 6	Level 6
rapidly	usual	carefully	sailor
against	choice	complete	conductor
all right	success	doubt	reduce
general	lock	trial	explore
common	defeat	accept	sense
Level 7	Level 7	Level 7	Level 7
ability	envelope	split	corrected
expense	affect	namely	mystery
liquid	improvement	decrease	securing
replace	present	extremely	cocoa
generally	steer	noble	deposit
Level 8	Level 8	Level 8	Level 8
advantage	experience	undoubtedly	concern
extreme	continually	hence	magnificent
science	enable	subway	definite
reaction	organization	declare	efficiently
disagreeable	conference	banquet	transportation

B. Check students' skill in selecting reading rate appropriate to purpose and material. Tests of versatility from Educational Developmental Laboratories are available on reading levels five through college with three forms for each version - Basic, Intermediate, Advanced. Each test has four timed sections covering fiction reading, nonfiction reading, skimming, and scanning. These tests are on the state-adopted textbook list with the Success in Reading books.

C. Set up a system for reading pupil progress.

1. The teacher should have a working record for each student so that he will be aware of the beginning levels, special problems, and current progress of the student. This record, either in a folder or on a 5 x 8 card, is used for planning the program for each student, and for student and parent conferences.

2. A student record should be kept in a folder in a place easily accessible to the student. This folder can be filed by the student at the end of each class and picked up at the beginning of each class. In his folder the student will keep his answer

sheets and other information about his program. The records should be simple with little time involved in record keeping. The students should be encouraged to keep a record of reading speed and comprehension. This is invaluable at student conferences to encourage the students to continue improvement.

IV. Learning Activities

A. Given the task of choosing a book he can read, the student will employ the procedure used to determine whether the book is written at his reading level.

1. Students should practice checking the difficulty of a book by reading a paragraph from the beginning, middle, and end of the book. If an average of more than two or three words are unfamiliar to the reader, the book is too difficult.

2. The students will go to the library as a group and select books which can be read in a short period of time.

3. The students should read outside class a book a week, chosen from the school library and certified by the student to be on his reading level.

4. The students in pairs will quiz each other on the books read each week.

5. Students may present oral, written or drawn picture reports about books which have been read.

6. Students should learn to recognize that certain authors write on particular levels or on a particular subject through class or group discussions of books by type or author.

7. Students may compile lists of books available in the school library and their reading levels determined from the publisher's lists, author's lists, or use of a readability formula.

8. Small groups of students may discuss with the librarian the choice of books.

9. Students may choose a passage from a book being read and read it orally to the group.

10. Students may write and act out a short play using the main passages from the book read.

11. Students may propose a chart or reading ladder showing the title of books read by each student. Individual or group competition can be developed.

12. Students may enact charades using the main character, title, or a scene from the book.

13. Students may use puppets to portray a story.

B. Given a selection to read at a rapid rate with questions to check his comprehension, the student will compute his effective reading rate.

1. The students may practice with low level material using McCall Crabb readings with three or two and one-half minutes to read and answer questions on the answer sheet. Each student can use a book suited to his reading level.

2. The students may practice with Readers Digest Skill Builders on low levels, timing the reading selection, and then answering the questions. Small groups can use the same level and use the answer key for self-checking.

3. The students may practice speed using the SRA laboratories that are one or two levels below their instructional level. The students may work in pairs to time and check each other.

4. Total group speed self-checking exercises can be done in the SRA Better Reading Book which has comprehension and vocabulary questions for each selection. The selections are the same length and there are three levels for individualizing.

5. Selected paperbacks on student's individual reading levels can be used to practice hand pacing in groups with a leader timing.

In hand pacing, a student must practice in self-timing so he can keep himself moving at a rapid rate. This can be done by timing the physical act of pacing and turning pages to develop a visual-motor pattern using 2-4 seconds per page. A paperback scanning method with a group leader timing each page at times from 8 seconds to 2 seconds, and a group discussion to develop comprehension is valuable as a practice session in pacing.

6. Students should practice at a successful reading level with the controlled reader, advancing the speed of the machine by five at each session, as long as eighty per cent or better comprehension is maintained.

   When using the controlled reader as an individual activity, the students as a group, must be taught the parts of the machine and the proper use of the instrument before being permitted to practice with the demonstration film. To pace activities in written materials the students will need practice exercises in hand pacing, unless individual mechanical pacers are available. The mechanical pacers provide a bar or light beam which flows down a page of written material at a set speed.

C. Given a reading selection containing information, the student will demonstrate the procedure used to find the answers to specific information questions.

1. Using a selection from a magazine, the group will skim to find the main ideas in the selection. This should be timed.

2. The students bring in newspapers and in small groups scan for specific information chosen by the group leader. The position of group leader may rotate.

3. Using a text from a social studies course, the students in small groups will find answers to specific information questions by scanning. This should be timed.

4. The students will discuss helpful techniques in finding answers to questions about a selection.

5. Students may form teams or small groups for practice sessions in skimming and scanning.

6. Individuals can practice these skills using the skim and scan instruments.

7. Magazine materials may be skimmed for answers to the questions - Who? Where? Why? What? How?.

8. Using telephone books, two students can determine the time necessary to find a number chosen by the partner.

9. Easy library books may be skimmed in a set amount of time and a report given of the main ideas in the story.

9. Using dictionaries, the students can find words while being timed.

D. Given a selection in a content area, the student will demonstrate the method of previewing the selection.

1. Using a textbook of the same content area, groups of students will have practice sessions in previewing the material.

2. Using math content, the students will preview word problems and explain the story told in the problem. (visualization)

3. Using a math text, the students in a small group will scan problems and discuss the vocabulary unique to the math area.

4. Using a math text, the students will read the problem and list the processes called for in order.

5. Using the math text, the students in groups read problems and determine the question asked by the problem.

6. The students can be given exercises from the Be a Better Reader books to illustrate a particular skill in math, and the entire group can work together to perfect the skill.

7. Using a social studies text, the students in groups preview a selection and discuss the information gotten from the preview.

8. Students in groups will study and discuss a mimeographed-handout of the steps in the SQ3R and the PQRST study methods. Clarifications may be made as the teacher rotates from group to group. The following explanations may be included on the handout.

SQ3R

Survey - Survey the assignment to get the main idea by noting the title and pictures, reading the introductory and final paragraphs, and reading the headings in bold type or in italics.

Question - If the selection has headings, these can be used to form questions to be answered during reading. The questions at the end of each chapter can also be used.

Read - As each section is read, the material can be remembered if it is organized as it is read. Answer the questions that are important using the words that stand out, the topic sentences, charts and graphs as guides.

Recite - Try to answer the questions in your own words. If you cannot explain something in your own words, you may not really understand it and may need to reread that section. For help in remembering, notes can be taken from the selection and reviewed later. This restatement of the material from the selection after reading it is most important for remembering.

Review - After reading all sections, review the main points of each and try to remember the important details. Try to recall the information without using the book or notes.

PQRST

Preview - Preview the material by reading the title, headings, topic sentences in the paragraphs, introductory and summary material, and studying maps, charts and graphs.

Question - Form questions which you think should be answered in the reading selection.

Read - Read the selection to find the answers to the questions.

Summarize - Summarize the information which answers the questions by jotting notes or making an outline while reading.

Test - Test yourself on the material by picking out main ideas and details without help from the reading material or the notes.

9. Using a social studies text, the students may use the SQ3R study formula to prepare for a content area assignment.

10. In a small group, the students can survey the text used in the content area and determine how the textbook makeup can help them do assignments more efficiently.

11. After reading a selection which describes events in sequence the students will construct a time line.

12. Students may be given an exercise from the Be a Better Reader book to emphasize reading critically in the social studies area.

13. Students should be given a graph to interpret the information presented.

14. The students should, in small groups, use maps to answer specific information questions. Road maps can be obtained.

15. In small groups the students may be given a mounted picture with questions on the back for discussion.

16. After being given descriptions of the following science writing patterns, students may analyze the texts they are using to determine what patterns are used in the texts:

    Classification by likeness and difference
    Technical explanation of process
    Explicit directions - experiments
    Statement of problem and explanation of solution
    Factual information

17. The students may be given selections from Be a Better Reader to work on specific skills useful in the science area.

E. Given several selected poems, the student will demonstrate the ability to do close, thoughtful reading.

1. Choosing one of several selected poems, including lyric, narrative and epic poems, the student will express verbally or in writing his personal impression or feeling about it. Another student may select the same poem and the two may compare their responses.

2. After listening to a recording of poems (contemporary, lyric, dialect, others), students will volunteer to respond to them in terms of emotions elicited, and the techniques or devices used to stimulate the emotions.

3. Several students reading the same poem may read closely, then discuss whether or not the author has suggested a purpose, and present reasons for their judgement.

4. Following close reading and study, the student may read a poem aloud to the class, interpret its underlying theme, and present reasons why he likes or dislikes the poem.

F. Given a list of phrases related to reading, the student will identify the characteristics of a good reader.

1. In a discussion, the teacher will list the characteristics of a good reader brought out by the students.

2. The students will discuss the list of characteristics of a good reader and put them in an order of importance.

3. The students will make a list of those things they are doing to become better readers.

4. The students can list any problems which are preventing them from good performance, and list the skills which they must practice to overcome these problems.

5. Students will discuss in small groups what they can do to continue reading improvement after the class is over.

6. Students may make group reports and submit a list of suggestions to continue reading improvement.

V. Student Resources

A. State-Adopted Texts

1. Shafer, Robert, McDonald, Arthur, and Hess, Karen. Success in Reading. Silver Burdett, 1967.

Book 1 - reading level 6-7
Book 2 - reading level 7
Book 3 - reading level 7-8
Book 4 - reading level 8
Book 5 - reading level 8-9
Book 6 - reading level 9

Reading Versatility Tests - Educational Developmental Laboratories, Huntingdon, Long Island, New York.

This series contains developmental exercises in advanced reading skills including skimming and scanning. The teacher's manual is at the beginning of the teacher's edition.

2. Heavey, Regina and Stewart, Harriett, Teen-Age Tales. Boston: D. C. Heath, 1966.

Book A - Grade 3 reading level
Book B - Grade 3 reading level
Book C - Grade 3 reading level

3. Strang, Ruth and Roberts, Ralph. Teen-Age Tales. Boston: D. C. Heath, 1966.

Book 1 - reading level 5-6
Book 2 - reading level 5-6
Book 3 - reading level 5-6
Book 4 - reading level 5-6
Book 5 - reading level 5-6
Book 6 - reading level 5-6

B. Non-state-adopted materials
Workbook and reading laboratory materials.

1. Improve Your Reading. Pleasantville, New York: Readers Digest Service, Inc.

Part 1 - Grade 7
Part 2 - Grade 8

Part 3 - Grade 9
Part 4 - Grade 10

Paperbacks containing short stories with comprehension questions. The number of words in each selection is given.

2. Lewis, Norman. Word Power Made Easy. New York: Pocket Books, Simon and Schuster.

Grade 9 and above

A paperback vocabulary improvement book for those who wish to work on that skill.

3. McCall and Crabb. McCall-Crabb Standard Test Lessons in Reading. New York: Teachers College Press, Columbia University, 1961.

Book A - Grade 2-4
Book B - Grade 3-5
Book C - Grade 4-6
Book D - Grade 5-7
Book E - Grade 7-12

A selection of short reading with comprehension questions. The teacher's manual includes a description of the material, suggestions for the use of the material, and the answers.

4. Readers Digest Skill Builders. Pleasantville, New York: Readers Digest Services Inc.

Level 1 - Grade 1
Level 2 - Grade 2
Level 3 - Grade 3
Level 4 - Grade 4
Level 5 - Grade 5
Level 6 - Grade 6
Level 7 - Grade 7
Level 8 - Grade 8

Paperbacks containing short reading selections with comprehension questions. There are four to six books available at each level. An audio program is also available. If available, use the code number to order.

5. Reading Laboratory Series. Chicago: Science Research Associates.

Laboratory kits including rate builders to develop speed and comprehension.

6. Simpson, Elizabeth. Better Reading Books. Chicago: Science Research Associates.

Book 1 - Grade level 5-6
Book 2 - Grade level 7-8
Book 3 - Grade level 9-10

A selection of timed readings with ten comprehension questions and ten vocabulary questions for each reading. An instructor's guide is available with detailed instruction.

7. Smith, Nila Banton. Be a Better Reader. Third Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Book 1 - Grade 7
Book 2 - Grade 8
Book 3 - Grade 9
Book 4 - Grade 10
Book 5 - Grade 11
Book 6 - Grade 12

Skill development books including content area skill practice in math, social studies, science, and literature. The teacher's manual contains background information on the purpose, use and selection of the content and procedures to use for the lessons.

8. Stauffer, Russell G. and Berg, Jean Horton. Rapid Comprehension Through Effective Reading. Haddonfield, New Jersey: Learn, Inc., 1969.

A series of three paperback study books with explanations of techniques and clear, diverse exercises for practice having a systematic development of more efficient reading. Six paperback novels are available in the complete student pack for practice.

9. Strang, Ruth. Study Type of Reading Exercises. For secondary schools. New York: Teachers College Press, Columbia, 1956.

A selection of timed short readings using content in improving reading skills. The teacher's manual presents an overall picture of secondary reading.

10. Witty, Paul. How to Improve Your Reading. Chicago: Science Research Associates.

A group of timed readings with comprehension questions designed to help adjust reading rate to the purpose and nature of the material.

11. Controlled Reader. New York: Educational Developmental Laboratories.

    An instrument which projects material from a filmstrip onto a screen at a preset rate. Each film story is in a workbook which includes preview skills and comprehension questions. A processing motor is also available which will provide the very rapid speeds necessary for training in motility, discrimination, and processing.

12. Rateometer. Waseca, Minnesota: Audio-Visual Research.

    A reading pacer which moves down the material being read at a preset speed to provide controlled practice in reading faster.

13. Reading Accelerator. Science Research Associates.

    Three models of reading accelerators are available from SRA. These instruments can be used with most types of reading material and can be adjusted to various reading speeds.

14. Skimming and Scanning. New York: Educational Developmental Laboratories, 1962.

    A program to develop skimming and scanning skills using an instrument which projects a bead of light on special workbook materials.

15. Tach-X Tachistoscope. New York: Educational Developmental Laboratories.

    An instrument used in the classroom to flash at very fast speeds series of numbers or letters or words for improvement in visual efficiency during reading. An individual hand tachistoscope called the Flash-X is available for individual practice. Tach-X films and Flash-X discs are also available.

16. Stopwatch.

VI. Teacher Resources

A. Professional books and periodicals

1. Braam, Leonard and Berger, Allen. "Effectiveness of Four Methods of Increasing Reading Rate, Comprehension, and Flexibility." Journal of Reading. Vol. 11, No. 5, pp. 346-352.

   This article contains a technique for paperback scanning.

2. Bulletin 35 C. A Guide - Reading in Florida Secondary Schools. Tallahassee: State Department of Education, 1966.

   This paperback bulletin contains an overview of information about reading programs in the state of Florida with a section on Reading in Content Areas beginning on page 35. The bibliography in the bulletin is worth reading. (Free from the Textbook Department.)

3. Christ, Frank. Studying a Textbook. Chicago: Science Research Associates.

   A paperback which presents previewing and other study reading techniques for grades 9-12.

4. Dechant, Emerald. Improving the Teaching of Reading. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

   This basic book on reading as a learning process and a skill which contains information on teaching techniques and materials is a valuable resource.

5. Fry, Edward. Teaching Faster Reading. Cambridge: University Press, 1963.

   A teacher's manual for a ten week reading course using a drill book. The book contains much useful information for short lectures on motivation, reading faults, comprehension, skimming, SQ3R, vision, and vocabulary.

6. Gilbert, D. W. Power and Speed in Reading. New York: Prentice-Hall, 1956.

7. Herber, Harold. Teaching Reading in Content Areas. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

   A guidebook for teachers in English, social studies, math, and science for teaching learning skills with content materials.

Teacher Resources (cont'd)

8. Herrick, Myron. Reading for Speed and Better Grades. New York: Dell Publications, 1963.

A book containing student practice exercises and explanations of the use of phrase reading, space reading, pre-reading, critical reading, and study reading.

9. How to Read a Book. Newark, Delaware: International Reading Association. Reading Aids Series, 1968.

This paperback contains an excellent presentation of SQ3R, reading narrative material in elementary and secondary, and using a textbook.

10. Levin, Beatrice. "Developing Flexibility in Reading." Improvement of Reading Through Classroom Procedure. International Reading Association. Vol. 9 - 1964, pp. 82-84.

This article is a description of a program teaching flexibility of reading in a highly motivated situation.

11. Maberly, Norman. Mastering Speed Reading. New York: Signet, 1966.

A paperback explaining the background and step by step practice necessary for perceptive reading. This includes physical preparation, pacing, mental set, comprehension, and special exercises to overcome common problems.

12. Schaill, William. 7 Days to Faster Reading. New York: Coronet Communications, 1965.

A paperback on modern reading including practice and information necessary for more intelligent reading. This was developed by The Reading Laboratory of New York City.

13. Schick, George and Schmidt, Bernard. A Guidebook for the Teaching of Reading. Chicago: Psychotechnics Press.

This paperback contains many suggestions and much information on aspects of reading from junior high school through college or adult levels.

14. Smith, Nila Banton. Read Faster and Get More from Your Reading. New York: Prentice-Hall, 1958.

15. Smith, Nila Banton. "Speed Reading: Benefits and Dangers." The First International Reading Symposium. New York: John Day Co., 1964.

An address given by Nila Banton Smith giving a background of speed reading in the United States which presents information on techniques and research.

16. Spache, George and Berg, Paul. The Art of Efficient Reading. New York: Macmillan, 1966.

A paperback with explanations and exercises for previewing, skimming, scanning, rapid reading, PQRST, critical reading, and reading in college subjects.

17. Sparks, J. E. and Johnson, Carl E. Reading for Power and Flexibility. Beverly Hills, California: Glencoe, 1969.

A paperback containing information on mechanics of reading comprehension, memory techniques, and flexibility.

18. Strang, Ruth, McCullough, Constance, and Traxler, Arthur. The Improvement of Reading. New York: McGraw Hill, 1961.

This book provides an overview of the reading program with emphasis on content area and study reading as well as special reading programs on the secondary level.

19. Thompson, Helen. How to be a Successful Student. New York: Washington Square Press, Inc., 1964.

This book contains a section on reading which includes an informal evaluation of skill in reading and conditions for efficient reading.

20. Waldman, John. Rapid Reading Made Simple. New York: Doubleday, 1958.

21. Webster, Owen. Read Well and Remember. New York: Simon and Schuster, 1966.

An adult level book with information and practice sessions on efficient reading. Paperback.

22. Witty, Paul. Streamline Your Reading. Chicago: Science Research Associates.

Tips to increase efficiency in reading and reading in thought groups are given in this book for grades 9-12.

23. Witty, Paul. You Can Read Better. Chicago: Science Research Associates.

    Techniques for good reading habits and reading for rate and comprehension are presented in this paperback. Grades 6-10.

24. Wrenn, C. Gilbert and Larsen, Robert P. Studying Effectively. Stanford: Stanford University Press, 1955.

    This paperback includes a study habits inventory with reading questions and a section on improving reading ability in speed, determining the writer's framework, SQ3R, study habits, and critical reading.

B. Films

1. Better Reading EBEC. 12 mins. B/W 1-10480.

    A film illustrating methods used in a reading clinic to develop reading speed, comprehension, and vocabulary. May be shown as an enrichment activity for Objective 2.

2. How Effective is Your Reading. Coronet. 10 mins. C 1-01240.

    This film demonstrates effective reading methods including skimming, fast reading, and study type reading. Applicable to Objectives 2, 3, and 4.

3. How to Read a Book. Coronet. 11 mins. B/W 1-00650.

    Guidelines in selecting appropriate reading material, using a book's reading aids, and adjusting the speed to the purpose are included in this film. Applicable to Objectives 1 and 2.

4. How to Study. Coronet. 11 mins. B/W 1-00526.

    Presents practical hints on study habits and techniques. A good enrichment film for Objectives 3 and 4.

5. Reading Improvement: Defining the Good Reader. Coronet 11 mins. C 1-00713.

    This film deals directly with the characteristics of a good reader. Designed for Objective 5.

Films (cont'd)

6. Reading Improvement: Effective Speeds. Coronet. 11 mins. C 1-00715.

May be used as an aid to Objective 2.

C. Filmstrips and Record Sets

1. Controlled Reader Skill Building Sets

Story Set "D"	7-00014
Story Set "E"	7-00015
Story Set "GH"	7-00008
Story Set "IJ"	7-00009
Story Set "KL"	7-00010
Story Set "MN"	7-00011

Each set contains 1 album, 25 filmstrips.

2. Developing Effective Reading - Study Skills. Bowmar. C - sound.

Filmstrip and long play record. 1361 MXR. Stanley Bowmar Co., Inc. Valhalla, New York 10595.

3. How to Study. Bowmar. B/W 8444.

A cartoon approach to basic principles in utilizing study time. Filmstrip, captions. Good supplement for Objectives 3, 4 and 5.